The Triple Alliance

By: Jenny Pham,

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and Jasmine Fuentes

1. By the 1770s which of the following issues helped bring about a crisis of imperial authority?
   1. trade restrictions
   2. slavery.
   3. few colonists clung to any hope of accommodation with Great Britain.
   4. the coronation of a new king.
   5. the rise to power of radical patriots in the American colonies.
2. When Lord De La Warr took control of Jamestown in 1610, he
   1. halted the rapid population decline.
   2. re-established better relations with the Indians.
   3. brought many Irish immigrants with him.
   4. died within a few months of his arrival.
   5. imposed a harsh military regime on the colony.
3. One feature of the American economy that strained the relationship between the colonies and Britain was the
   1. British demand to halt the importation of slaves.
   2. growing desire of Americans to trade with other nations in addition to Britain.
   3. lack of any British regulations regarding trade with foreign nations.
   4. British rejection of the Molasses Act.
   5. the Americans’ unwillingness to trade with the French West Indies.
4. The *coureurs de bois* were
   1. French soldiers.
   2. French boatmen.
   3. Catholic priests.
   4. French farmers.
   5. French fur trappers.
5. The French wanted to control Louisiana because they
   1. liked its climate.
   2. wanted to keep the area unfortified.
   3. would then control the mouth of the Mississippi.
   4. feared Dutch expansion into the territory.
   5. saw it as a dumping ground for undesirables.
6. In the peace arrangements that ended the French and Indian War,
   1. France surrendered all of its territorial claims to North America.
   2. England turned Florida over to Spain.
   3. Spain ceded all of Louisiana, including New Orleans, to Britain.
   4. France lost all its valuable sugar islands in the West Indies.
   5. the British got all of Canada except Nova Scotia.
7. The primary thing that the Acadians and Quebecois believed that bound them together was their
   1. religion.
   2. culture.
   3. military experience.
   4. exile to Louisiana.
   5. language.
8. The first Navigation Laws were designed to
   1. help colonists get the best possible price for their trade goods.
   2. eliminate Dutch shippers from the American carrying trade.
   3. foster a colonial economy that would offer healthy competition with Britain’s
   4. encourage agricultural experimentation in the colonies.
   5. support the mapping of the Atlantic trade routes.
9. Perhaps the most important single action of the Second Continental Congress was to
   1. select George Washington to head the army.
   2. draft new appeals to the king.
   3. adopt measures to raise money.
   4. postpone an immediate demand for independence.
   5. support independence.
10. The world’s first antislavery society was founded by
    1. Thomas Jefferson.
    2. Quakers in Philadelphia.
    3. Puritans in New England.
    4. Catholics in Maryland.
    5. the Congregational church.
11. As Secretary of the Treasury, Alexander Hamilton’s first objective was to
    1. help the wealthy.
    2. bring more industry to the United States.
    3. see that more agricultural products were exported.
    4. bolster the national credit.
    5. put the country on the gold standard.
12. Hamilton’s major programs seriously infringed on
    1. checks and balances.
    2. national security.
    3. states’ rights.
    4. free enterprise.
    5. federal authority.
13. In 1800, Thomas Jefferson was chosen president by the
    1. people.
    2. Electoral College.
    3. House of Representatives.
    4. wealthy.
    5. business sector.
14. The legal precedent for judicial review was established when
    1. the House of Representatives impeached Justice Samuel Chase.
    2. the Supreme Court declared the Judiciary Act of 1789 unconstitutional.
    3. Congress repealed the Judiciary Act of 1801.
    4. President Adams appointed several “midnight judges” to the federal courts.
    5. the Judiciary Act of 1801 was passed.
15. Thomas Jefferson saw navies as less dangerous than armies because
    1. they were generally smaller in numbers.
    2. they had little chance of starting a war.
    3. they were in less contact with foreign powers.
    4. they could not march inland and endanger liberties.
    5. all of the above.
16. Jefferson had authorized American negotiators to purchase only —— from France.
    1. New Orleans and the Floridas
    2. New Orleans and St. Louis
    3. Santo Domingo
    4. the Missouri River basin
    5. the entire Louisiana Territory
17. After killing Alexander Hamilton in a duel, Aaron Burr
    1. fled to France.
    2. fled to England.
    3. was arrested and found guilty of murder.
    4. was arrested and found innocent of murder.
    5. engaged in a plot to separate the western part of the United States from the east
18. The most devastating defeat suffered by the British during the War of 1812 took place at the Battle of
    1. New Orleans.
    2. Horseshoe Bend.
    3. Tippecanoe.
    4. the Thames.
    5. Fallen Timbers.
19. One result of the victories of the American navy was
    1. a British naval blockade of the United States.
    2. the improvement of the American fishing industry.
    3. an increase in British naval operations in Canadian waters.
    4. the final elimination of British raiding parties landing on America’s east coast
    5. more warships being built.
20. The Rush-Bagot agreement
    1. required the Indians to relinquish vast areas of tribal lands north of the Ohio River
    2. ended the traditional mutual suspicion and hatred between the United States and Great Britain
    3. limited naval armaments on the Great Lakes.
    4. provided for Canadian independence from Great Britain.
    5. gave Florida to the United States.
21. The spoils system under Andrew Jackson resulted in
    1. a clean sweep of federal job holders.
    2. the replacement of insecurity by security in employment.
    3. the destruction of the personalized political machine.
    4. the appointment of many corrupt and incompetent officials to federal jobs.
    5. the same actions of those taken by John Quincy Adams.
22. The Force Bill of 1833 provided that
    1. the Congress could use the military for Indian removal.
    2. the Congress would employ the navy to stop smuggling.
    3. the President could use the army to collect excise taxes.
    4. the military could force citizens to track down runaway slaves.
    5. the President could use the army and navy to collect federal tariff duties.
23. When the “famine Irish” came to America, they
    1. moved to the West.
    2. mostly became farmers.
    3. moved up the economic ladder quickly.
    4. mostly remained in the port cities of the Northeast.
    5. formed alliances with Yankees against the Germans.
24. German immigrants in the early nineteenth century tended to
    1. settle in eastern industrial cities.
    2. retain strong ties to Germany.
    3. become slaveowners.
    4. join the temperance movement.
    5. support public schools.
25. The greatest of the revival preachers of the Second Great Awakening was
    1. Joseph Smith
    2. Horace Greeley
    3. Carl Schurz
    4. Charles G. Finney
    5. Angelina Grimke
26. One sign that women in America were treated better than women in Europe was
    1. that American women could vote.
    2. that the law in the U.S. prohibited men from beating them.
    3. that rape was more severely punished in the U.S.
    4. that their ideas of equality were well received by American men.
    5. that American women earned respect by engaging in male activities.
27. The great increase of the slave population in the first half of the nineteenth century was largely due to
    1. the reopening of the African slave trade in 1808.
    2. larger imports of slaves from the West Indies.
    3. natural reproduction.
    4. reenslavement offree blacks.
    5. the deliberate “breeding” of slaves by plantation owners.
28. As a result of the introduction of the cotton gin,
    1. fewer slaves were needed on the plantations.
    2. short-staple cotton lost popularity.
    3. slavery was reinvigorated.
    4. Thomas Jefferson predicted the gradual death of slavery.
    5. the African slave trade was legalized.
29. The British-American dispute over the border of Maine was solved
    1. by war.
    2. by a compromise that gave each side some territory.
    3. when America was given all of the territory in question.
    4. by the *Caroline* incident.
    5. by admitting Maine into the Union and New Brunswick into Canada.
30. One goal of Mexico in its 1846–1848 war with the United States was to
    1. demonstrate the strength of Latino culture.
    2. regain control of Texas.
    3. capture slaves and take them back to Mexico.
    4. force America to make good on unpaid claims of damages to Mexican citizens.
    5. free black slaves.
31. In order to maintain the two great political parties as vital bonds of national unity, early-nineteenth-century politicians
    1. decided to ban slavery from all United States territories.
    2. decided to allow slavery into all United States territories.
    3. avoided public discussion of slavery.
    4. banished abolitionists from membership in either national party.
    5. worked to make third parties almost impossible.
32. The election of 1852 was significant because it
    1. saw the victory of a pro-South northerner.
    2. marked the return of issues-oriented campaigning.
    3. saw the rise of purely national parties.
    4. marked the end of the Whig party.
    5. saw the emergence of an antislavery third party.
33. As a result of reading *Uncle Tom’s Cabin,* many northerners
    1. found the book’s portrayal of slavery too extreme.
    2. vowed to halt British and French efforts to help the Confederacy.
    3. rejected Hinton Helper’s picture of the South and slavery.
    4. swore that they would have nothing to do with the enforcement of the Fugitive Slave Law.
    5. sent guns to antislavery settlers in Kansas (“Beecher’s Bibles”).
34. In his raid on Harpers Ferry, John Brown intended to
    1. foment a slave rebellion.
    2. discredit abolitionists.
    3. force the North and South to compromise on the slavery issue.
    4. make Kansas a free state.
    5. overthrow the federal government.
35. One reason that the British did not try to break the Union blockade of the South during the Civil War was that
    1. they feared losing Northern grain shipments.
    2. they did not want to fight against the superior American navy.
    3. the British upper class had supported the North from the onset of hostilities.
    4. the war caused no economic problems for Britain.
    5. the South resented British interference.
36. During the Civil War, women in the North
    1. generally played a small role.
    2. worked on farms but not in cities.
    3. saw their numbers in the manufacturing force greatly reduced.
    4. had new opportunities opened to them in industry.
    5. agitated for the vote.
37. The final Union war strategy included all the following components *except*
    1. guerrilla warfare.
    2. a naval blockade.
    3. undermining the Confederate economy.
    4. seizing control of the Mississippi River.
    5. capturing Richmond.
38. The two major battles of the Civil War fought on Union soil were
    1. Shiloh and Chancellorsville.
    2. Bull Run and Vicksburg.
    3. Gettysburg and Antietam.
    4. Peninsula Campaign and Fredericksburg.
    5. Mobile and Missionary Ridge.
39. When it was issued in 1863, the Emancipation Proclamation declared free only those slaves in
    1. the Border States.
    2. slave states that remained loyal to the Union.
    3. United States territories.
    4. states still in rebellion against the United States.
    5. areas controlled by the Union army.
40. The Union victory at Vicksburg was of major importance because
    1. it reopened the Mississippi River to Northern trade.
    2. coupled with the victory at Gettysburg, foreign help for the Confederacy was irretrievably lost.
    3. it helped to quell Northern peace agitation.
    4. it cut off the supply of cattle and other goods from Texas and Louisiana.
    5. all of the above.
41. The Crédit Mobilier scandal involved
    1. public utility company bribes.
    2. Bureau of Indian Affairs payoffs.
    3. railroad construction kickbacks.
    4. evasion of excise taxes on distilled liquor.
    5. manipulating the Wall Street stock market.
42. One reason for the extremely high voter turnouts and partisan fervor of the Gilded Age was
    1. the parties’ differences over economic issues.
    2. sharp ethnic and cultural differences in the membership of the two parties.
    3. battles between Catholics and Lutherans.
    4. differences over the issue of the civil service.
    5. sectional tensions between the Northeast and Midwest.
43. The United States changed to standard time zones when
    1. Congress passed a law establishing this system.
    2. the major rail lines decreed the division of the continent into four time zones so that they could keep schedules and avoid wrecks.
    3. factories demanded standard time schedules.
    4. long-distance telephones required standard time coordination.
    5. all of the above.
44. One of the most significant aspects of the Interstate Commerce Act was that it
    1. revolutionized the business system.
    2. represented the first large-scale attempt by the federal government to regulate business.
    3. actually did nothing to control the abuses of big business.
    4. failed to prohibit some of the worst abuses of big business, such as pools and rebates.
    5. invoked the Constitution’s interstate commerce clause.
45. The major factor in drawing country people off the farms and into the big cities was
    1. the development of the skyscraper.
    2. the availability of industrial jobs.
    3. the compact nature of those large communities.
    4. the advent of new housing structures known as dumbbell tenements.
    5. the lure of cultural excitement.
46. As a leader of the African-American community, Booker T. Washington
    1. helped to found the National Association for the Advancement of Colored People.
    2. advocated social equality.
    3. discovered hundreds of uses for the peanut.
    4. grudgingly acquiesced to segregation.
    5. promoted black political activism.
47. In post-Civil War America, Indians surrendered their lands only when they
    1. chose to migrate farther west.
    2. received solemn promises from the government that they would be left alone and provided with supplies.
    3. lost their mobility as the whites killed their horses.
    4. were allowed to control the supply of food and other staples to the reservations.
    5. traded land for rifles and blankets.
48. The Populist Party’s presidential candidate in 1892 was
    1. James B. Weaver.
    2. William Jennings Bryan.
    3. Mary Elizabeth Lease.
    4. Adlai Stevenson.
    5. William “Coin” Harvey.
49. The United States gained a virtual right of intervention in Cuba in the
    1. insular cases.
    2. Platt Amendment.
    3. Teller Amendment.
    4. Foraker Act.
    5. Guantanamo Bay Treaty.
50. At the time, the most controversial event associated with the Spanish-American War was the
    1. declaration of war against Spain.
    2. adoption of the Teller Amendment.
    3. adoption of the Platt Amendment.
    4. acquisition of the Philippines.
    5. acquisition of Puerto Rico.
51. Many Americans became concerned about the increasing foreign intervention in China because they
    1. feared that Chinese markets would be monopolized by European manufacturers and exporters.
    2. wanted exclusive trade rights with the Chinese.
    3. feared German military domination of China.
    4. believed it undermined Chinese sovereignty.
    5. none of the above.
52. The “Gentlemen’s Agreement” that Teddy Roosevelt worked out with the Japanese
    1. concluded the Russo-Japanese War.
    2. helped him to win the 1906 Nobel Peace Prize.
    3. caused Japan to halt the flow of laborers to America in return for the repeal of a racist school decree by the San Francisco School Board.
    4. put a stop to the racist “yellow journalism” being practiced in the United States.
    5. restricted Japanese immigration to upper-class gentlemen.
53. Progressive reformers were mainly men and women from the
    1. middle class.
    2. lower class
    3. upper class.
    4. new wave of immigrants.
    5. small towns.
54. While president, Theodore Roosevelt chose to label his reform proposals as the
    1. Fair Deal.
    2. Big Deal.
    3. Big Stick.
    4. New Deal.
    5. Square Deal.
55. Congress passed the Underwood Tariff because
    1. big business favored its passage.
    2. President Wilson aroused public opinion to support its passage.
    3. the general public had been demanding a higher tariff.
    4. the tariff kept the graduated income tax from being enacted.
    5. Wilson gained Western support for tariff reduction.
56. The Sixteenth Amendment provided for
    1. a personal income tax.
    2. direct election of senators.
    3. prohibition.
    4. woman suffrage.
    5. abolition of child labor.
57. The Zimmermann note involved a proposed secret agreement between
    1. Britain and France.
    2. Russia and Germany.
    3. Germany and Mexico.
    4. Mexico and France.
    5. Germany and Canada.
58. President Wilson viewed America’s entry into World War I as an opportunity for the United States to
    1. reestablish the balance of power in European diplomacy.
    2. expand America’s territorial holdings.
    3. rebuild its dangerously small military and naval forces.
    4. establish a permanent military presence in Europe.
    5. shape a new international order based on the ideals of democracy.
59. The red scare of 1919–1920 was provoked by
    1. the wartime migration of rural blacks to northern cities.
    2. the strict enforcement of prohibition laws.
    3. evolutionary science’s challenge to the biblical story of the Creation.
    4. the public’s association of labor violence with its fear of revolution.
    5. the threat created by the Communist Revolution in Russia.
60. According to John Dewey, a teacher’s primary goal is to
    1. reduce permissiveness in the classroom.
    2. emphasize the basics of reading, writing, and arithmetic.
    3. educate a student for life.
    4. teach the biblical theory of Creation.
    5. develop a sense of history.
61. One of the major problems facing farmers in the 1920s was
    1. overproduction.
    2. the inability to purchase modern farm equipment.
    3. passage of the McNary-Haugen Bill.
    4. the prosecution of cooperatives under antitrust laws.
    5. drought and insects like the boll weevil.
62. In America, the Great Depression caused
    1. people to blame the economic system, not themselves, for their problems.
    2. a decade-long decline in the birthrate.
    3. an increase of foreign investment because prices were so low.
    4. the price of common stock to remain low while blue-chip stocks suffered only moderate losses.
    5. a shift in the economic philosophy of business.
63. The most pressing problem facing Franklin Roosevelt when he became president was
    1. a chaotic banking situation.
    2. the national debt.
    3. the need to silence demagogic rabble-rousers such as Huey Long.
    4. unemployment.
    5. the farm crisis.
64. The Indian Reorganization Act of 1934 attempted to
    1. reverse the forced assimilation of Native Americans into white society.
    2. encourage Native Americans to give up their land claims.
    3. reinforce the Dawes Act of 1887.
    4. pressure Native Americans to renounce self-government.
    5. define clearly which tribes were federally recognized.
65. Franklin Roosevelt’s sensational “Quarantine Speech” resulted in
    1. immediate British support of U.S. policy.
    2. a wave of protest by isolationists.
    3. support from both Democratic and Republican leaders.
    4. Japanese aggression in China.
    5. a modification of the Neutrality Acts.
66. The Japanese attack on Pearl Harbor in 1941 came as a great surprise because
    1. President Roosevelt suspected that if an attack came, it would be in Malaya or the Philippines.
    2. there was no way of knowing that the Japanese had been provoked to the point of starting a war with the United States.
    3. Japanese communications were in a secret code unknown to the United States.
    4. the United States was, at the time, Japan’s main source of oil and steel.
    5. it was believed that Japan had insufficient aircraft carriers to reach near Hawaii.
67. As World War II began for the United States in 1941, President Roosevelt
    1. led a seriously divided nation into the conflict.
    2. endorsed the same kind of government persecution of German-Americans as Wilson had in World War I.
    3. called the American people to the same kind of idealistic crusade with the same rhetoric that Wilson had used in World War I.
    4. decided to concentrate first on the war in Europe and to place the Pacific war on hold.
    5. declared that the first strategic goal was recovery from Pearl Harbor.
68. Japanese-Americans were placed in concentration camps during World War II
    1. due to numerous acts of sabotage.
    2. in retaliation for the placement of Americans in concentration camps by the Japanese.
    3. as a result of anti-Japanese prejudice and fear.
    4. because many were loyal to Japan.
    5. all of the above.
69. Americans feared that the end of World War II would bring mainly
    1. renewed racial tensions.
    2. a return of the Depression.
    3. a staggering round of deflation.
    4. a resurgent Nazi Germany.
    5. a new war with the Soviet Union
70. The immediate concern that prompted the announcement of the Truman Doctrine was related to events in
    1. Iran.
    2. Greece and Turkey.
    3. Communist China.
    4. Czechoslovakia.
    5. Berlin.
71. Dwight Eisenhower’s greatest asset as president was his
    1. vast military experience.
    2. willingness to take a partisan stand.
    3. commitment to social justice.
    4. willingness to involve himself in rough campaigning.
    5. enjoyment of the affection and respect of the American people.
72. The leader of the nationalist movement in Vietnam since World War I was
    1. Mao Zedong (Mao Tse-tung).
    2. Ngo Dinh Diem.
    3. Dienbienphu.
    4. Ho Chi Minh.
    5. Nguyen Cao Ky.
73. The Alliance for Progress was intended to improve the level of economic well-being in
    1. Latin America.
    2. Africa.
    3. Southeast Asia.
    4. Korea, Japan, and the Philippines.
    5. Western Europe.
74. John Kennedy joined hands with the civil rights movement when he
    1. sent federal marshals to protect the Freedom Riders.
    2. ordered the FBI to remove the wiretap from Martin Luther King, Jr.’s phone.
    3. secured passage of the Voting Rights Act.
    4. journeyed south to support the registration of black voters.
    5. ordered the immediate desegregation of schools.
75. At the time of his death, President John Kennedy’s civil rights bill
    1. had been passed, much to the satisfaction of African-Americans.
    2. had been passed, but greatly weakened by amendments.
    3. was making little headway.
    4. was on the desk waiting to be signed into law.
    5. was locked in a filibuster in the U.S. Senate.
76. One reason for the decline of American workers’ productivity during the 1970s was
    1. a decrease of women in the work force.
    2. the Arab oil embargo.
    3. a decline in technological innovation.
    4. a lack of gov. safety and health regulations.
    5. the general shift in the economy from manufacturing to services.
77. The Nixon Doctrine proclaimed that the United States would
    1. honor its existing defense commitment, but that in the future its allies would have to fight their own wars without large numbers of American troops.
    2. supply only economic aid to its allies.
    3. seek détente with the Soviet Union and the People’s Republic of China.
    4. intervene to help its allies fight communism only if the United States was allowed to send American troops.
    5. maintain naval and air bases in East Asia but not put troops on the Asian mainland.
78. As president, Richard Nixon succeeded in
    1. completely overhauling the welfare system.
    2. ending affirmative action.
    3. keeping Congress from imposing a wage-and-price freeze to combat inflation.
    4. keeping the United States on the gold standard.
    5. implementing the Supplemental Security Income program.
79. The “Sagebrush Rebellion” was a fiercely anti-Washington movement that had sprung up to protest
    1. James Watt’s appointment as secretary of the interior.
    2. oil drilling in scenic places in the western United States.
    3. federal control over scarce water resources in the West.
    4. federal control over rich mineral and timber resources in the western states.
    5. federal national parks and forests throughout the West.
80. The razor-thin election of 2000 between George W. Bush and Al Gore was finally resolved when
    1. the U.S. Supreme Court ended further vote recounts in Florida, giving Bush the electoral vote victory.
    2. Al Gore conceded that Bush had won a majority of the popular votes and should therefore be declared the winner.
    3. the Florida State Supreme Court determined that Bush had won the state by a few hundred votes.
    4. Congress settled the issue by accepting Bush’s Florida electors rather than Gore’s.
    5. Bush agreed to appoint Democrats to the cabinet and govern as a “compassionate conservative” if Gore would drop his electoral challenge.

DBQ: What caused the tension between the old and new, and how was the tension manifested? Use these documents to help support your answers.

**Document one: “**the national gesture” 1926 by Clive Weed – The source



**Document two:** Arkansas vs. Epperson Court case

**U.S. Supreme Court**

**EPPERSON v. ARKANSAS, 393 U.S. 97 (1968)**

**EPPERSON ET AL. v. ARKANSAS.   
APPEAL FROM THE SUPREME COURT OF ARKANSAS.   
No. 7.   
Argued October 16, 1968.   
Decided November 12, 1968.**

Appellant Epperson, an Arkansas public school teacher, brought this action for declaratory and injunctive relief challenging the constitutionality of Arkansas' "anti-evolution" statute. That statute makes it unlawful for a teacher in any state-supported school or university to teach or to use a textbook that teaches "that mankind ascended or descended from a lower order of animals." The State Chancery Court held the statute an abridgment of free speech violating the First and Fourteenth Amendments. The State Supreme Court, expressing no opinion as to whether the statute prohibits "explanation" of the theory or only teaching that the theory is true, reversed the Chancery Court. In a two-sentence opinion it sustained the statute as within the State's power to specify the public school curriculum. Held: The statute violates the Fourteenth Amendment, which embraces the First Amendment's prohibition of state laws respecting an establishment of religion. Pp. 102-109.

(a) The Court does not decide whether the statute is unconstitutionally vague, since, whether it is construed to prohibit explaining the Darwinian theory or teaching that it is true, the law conflicts with the Establishment Clause. Pp. 102-103.

(b) The sole reason for the Arkansas law is that a particular religious group considers the evolution theory to conflict with the account of the origin of man set forth in the Book of Genesis. Pp. 103, 107-109.

(c) The First Amendment mandates governmental neutrality between religion and religion, and between religion and nonreligion. Pp. 103-107.

(d) A State's right to prescribe the public school curriculum does not include the right to prohibit teaching a scientific theory or doctrine for reasons that run counter to the principles of the First Amendment. P. 107.

(e) The Arkansas law is not a manifestation of religious neutrality. P. 109.

242 Ark. 922, 416 S. W. 2d 322, reversed.

Eugene R. Warren argued the cause for appellants. With him on the brief was Bruce T. Bullion.

Don Langston, Assistant Attorney General of Arkansas, argued the cause for appellee. With him on the brief was Joe Purcell, Attorney General.

Briefs of amici curiae, urging reversal, were filed by Leo Pfeffer, Melvin L. Wulf, and Joseph B. Robison for the American Civil Liberties Union et al., and by Philip J. Hirschkop for the National Education Association of the United States et al.

MR. JUSTICE FORTAS delivered the opinion of the Court.

**Document Three:** The North American Review -- 1926

Though men and women drop from the ranks they remain with us in purpose, and can be depended on fully in any crisis. Also, there are millions who have never joined, but who think and feel and -- when called on -- fight with us. This is our real strength, and no one who ignores it can hope to understand America today. -- Hiram Wesley Evans, "The Klan's Fight for Americanism."

**Document three:** Jazz in the 1920s by Carolina Roberts

Jazz in the 1920s exploded in popular culture, so much so that the sound came to represent an entire decade. During this time, artists like Louis Armstrong and Duke Ellington entertained people who were facing tremendous societal changes after World War I.

**The Jazz Mood**  
For many people, the lighthearted, improvisational sounds of jazz were like nothing they had ever heard, which made jazz a perfect backdrop for social change. Also, the music set the mood for a party, and the successful economy and resulting boost in disposable income and leisure time certainly gave many people a reason to be happy.

**A Musical And Technological Revolution**  
Jazz epicenters included New Orleans, New York City and Chicago, but technological innovations like radio brought the music into many homes and gathering places across the United States. With more money changing hands and the rise of the middle class, Americans could buy radios and record players, and then they could go out, dance and listen to live acts.

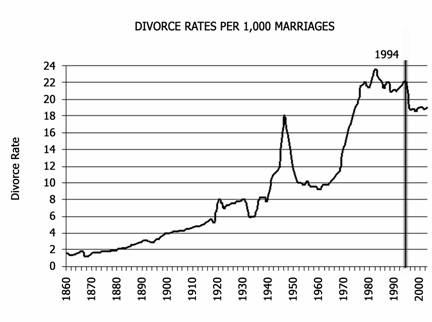
**Jazz Performers**  
Some of the biggest artists of the Jazz Age weren't soloists but bands like King Oliver's Creole Jazz Band. However, major solo stars eventually emerged from the groups, such as Louis Armstrong, who played cornet for the Creole Jazz Band. Pianist Jelly Roll Morton, along with the Red Hot Peppers, fired up the scene even more. Duke Ellington also launched his career with the Washingtonians and the Duke Ellington Orchestra, who was the house band at New York City's Cotton Club.

**The Limits Of Jazz**  
Yet the popularity of the music didn't translate into acceptance for African Americans. Although several performers were embraced by the public and African Americans fought for the United States in World War I, that didn't make life for them any easier. As more African Americans moved out of the South and into cities, they still faced discrimination, violence and even death.

Some Americans considered the music and those who played it to be a threat because jazz represented so much more than a series of notes. It meant a dramatic shift in society, one in which African Americans had more power, women voted and people had extra time to perform, listen and experiment with new sounds.

**Document Four:** “Engineering Science and the development of the NACA Low Drag Engine Cowling” James R. Hansen

The agency that preceded NASA, the National Advisory Committee for Aeronautics (NACA), won its first of five Collier Trophies in 1929, and did so basically for advancing a counterintuitive idea. The idea, which flew in the face of a conventional wisdom about proper aircraft design, ventured the following: *covering up -*-not leaving open to the air—  the cylinders of an air-cooled radial engine could not only dramatically reduce aerodynamic drag but actually *improve* engine cooling. The immediate product of this startling engineering insight was the NACA's development of a low-drag engine "cowling," the winner of the 1929 Collier Trophy. Put simply, the NACA cowling was a metal shroud for a radial air-cooled engine. However, the purpose of the shroud involved much more than hiding an ugly engine or keeping the rain out; rather, its main function was to *cool* a hot engine. This is what ran so contrary to what throughout the 1920s had been the practical solution to the problem of air-cooling all engines, that was, exposing the red-hot engine cylinders to an outside rush of cooling air. Besides improving the cooling of the engine, the NACA cowling —designed, as it was to be a *streamlined* shroud— also worked to reduce drag. This allowed an airplane to fly faster and farther on less fuel, a significant technological accomplishment in the late 1920s, and one that deserved to win the National Aeronautic Association's (NAA's) award for the year's greatest achievement in American aviation.[1](http://history.nasa.gov/SP-4219/Chapter1.html#Chapt1-1)   
Deserving the Collier Trophy is not to say, however, that the NACA's low-drag engine cowling was everything that it was cracked tip to be. In the years following the Collier Trophy, American aviation journalists generally exaggerated the significance of the cowling, and NACA publicists claimed more credit for the aircraft industry's adoption of the cowling than the government research organization deserved. Almost everyone outside the aircraft industry itself failed to appreciate the true character of the NACA's cowling work and credited *science* rather than *engineering* as its source, an all-too-common mistake made in modern American society. Partly as a result of this misapprehension, spokesmen for aviation progress —most of them rabid technological enthusiasts— did not know enough to explain that the cowling was *not* really an *invention* in the classic sense, for different crude cowlings, were already available and in limited use around the world. Nor did they know enough to make clear that every cowling had to be custom fitted: that the cowling was not a magical tin shape that could be applied generically to just any airplane (at least not with great success), because the effectiveness of the cowl depended significantly upon the shape of the airplane behind it. If the NACA engineers at Langley Memorial Aeronautical Laboratory (LMAL), who were responsible for developing the original prize-winning cowling, had tested it with certain other aircraft of the era, such as a Bellanca or

**Document Five:** Divorce and the Curse of 1920s – Dr. Andrew Cherlin – John Hopkins University.

**Document Six:** The Day Women Suffrage was born – August 26th 1920

**Finally, the long battle for the vote for women was won when a young legislator voted as his mother urged him to vote.**

Votes for women were first seriously proposed in the United States in July, 1848, at the [Seneca Falls Woman's Rights Convention](http://womenshistory.about.com/od/suffrage1848/a/seneca_falls.htm) organized by [Elizabeth Cady Stanton](http://womenshistory.about.com/library/bio/blstanton.htm) and [Lucretia Mott](http://womenshistory.about.com/library/bio/blmott.htm). One woman who attended that convention was Charlotte Woodward. She was nineteen at the time. In 1920, when women finally won the vote throughout the nation, Charlotte Woodward was the only participant in the 1848 Convention who was still alive to be able to vote, though she was apparently too ill to actually cast a ballot.

Some battles for [woman suffrage](http://womenshistory.about.com/od/suffrage/) were won state-by-state by the early 20th century. [Alice Paul](http://womenshistory.about.com/od/paulalice/p/alice_paul.htm) and the National Women's Party began using more radical tactics to work for a federal suffrage amendment to the Constitution: picketing the White House, staging large suffrage marches and demonstrations, going to jail. Thousands of ordinary women took part in these -- a family legend is that my grandmother was one of a number of women who chained themselves to a courthouse door in Minneapolis during this period.

In 1913, Paul led a march of eight thousand participants on President Woodrow Wilson's inauguration day. (Half a million spectators watched; two hundred were injured in the violence that broke out.) During Wilson's second inaugural in 1917, Paul led a march around the White House.

Opposed by a well-organized and well-funded anti-suffrage movement which argued that most women really didn't want the vote, and they were probably not qualified to exercise it anyway, women also used humor as a tactic. In 1915, writer [Alice Duer Miller](http://womenshistory.about.com/library/bio/blbio_miller_alice_duer.htm) wrote,

**Why We Don't Want Men to Vote**

* Because man's place is in the army.
* Because no really manly man wants to settle any question otherwise than by fighting about it.
* Because if men should adopt peaceable methods women will no longer look up to them.
* Because men will lose their charm if they step out of their natural sphere and interest themselves in other matters than feats of arms, uniforms, and drums.
* Because men are too emotional to vote. Their conduct at baseball games and political conventions shows this, while their innate tendency to appeal to force renders them unfit for government.

During [World War I](http://womenshistory.about.com/od/warwwi/), women took up jobs in factories to support the war, as well as taking more active roles in the war than in previous wars. After the war, even the more restrained National American Woman Suffrage Association, headed by [Carrie Chapman Catt](http://womenshistory.about.com/library/bio/blbio_catt_carrie_chapman.htm), took many opportunities to remind the President, and the Congress, that women's war work should be rewarded with recognition of their political equality. Wilson responded by beginning to support woman suffrage. In a speech on September 18, 1918, he said,

We have made partners of the women in this war. Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of right?

Less than a year later, the House of Representatives passed, in a 304 to 90 vote, a proposed [Amendment to the Constitution](http://womenshistory.about.com/library/graphics/19amend.gif):

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any States on Account of sex.   
The Congress shall have the power by appropriate legislation to enforce the provisions of this article.

On June 4, 1919, the United States Senate also endorsed the Amendment, voting 56 to 25, and sending the amendment to the states.

Illinois, Wisconsin and Michigan were the first states to pass the law; Georgia and Alabama rushed to pass rejections. The anti-suffrage forces, which included both men and [women](http://womenshistory.about.com/library/etext/bl_watr_1.htm), were well-organized, and passage of the amendment was not easy.

When thirty-five of the necessary thirty-six states had ratified the amendment, the battle came to Nashville, Tennessee. Anti-suffrage and pro-suffrage forces from around the nation descended on the town. And on August 18, 1920, the final vote was scheduled.

One young legislator, 24 year old Harry Burn, had voted with the anti-suffrage forces to that time. But his mother had urged that he vote for the amendment and for suffrage. When he saw that the vote was very close, and with his anti-suffrage vote would be tied 48 to 48, he decided to vote as his mother had urged him: for the right of women to vote. And so on August 18, 1920, Tennessee became the 36th and deciding state to ratify.

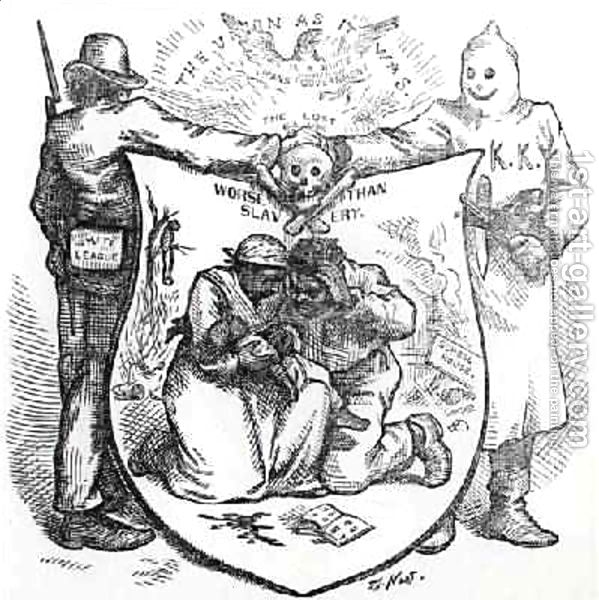
Except that the anti-suffrage forces used parliamentary maneuvers to delay, trying to convert some of the pro-suffrage votes to their side. But eventually their tactics failed, and the governor sent the required notification of the ratification to Washington, D.C.

And so on August 26, 1920, the Nineteenth Amendment to the United States Constitution became law, and women could vote in the fall elections, including in the Presidential election.

**Document Seven:** Natalie Angier

I see some fundamental contradiction here. Everybody criticizes Richard Dawkins and Sam Harris. But at least they're talking about how ludicrous some of these belief systems are. I know that David Sloan Wilson doesn't take issue with the way I've framed these questions, but to see religion as having a positive influence does not get at the fundamental question of what it means to have faith. What is so good about having faith when you don't have evidence? What is the real advantage to that? Why is this something that we want to encourage? Why not say, as I do with my daughter, "Let's see some proof." She asked her friend, who believes in Jesus, if she could wait up one night and see Him for herself, and it didn't happen. Why is that OK? Why is it OK for scientists to say that skepticism is the default position, except when it comes to mainstream religion?

# Document Eight: Thomas Nast “The White League and the Ku Klux Klan Worse than Slavery cartoon from Harpers Weekly 1874”



Essays:

1. Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of the documents and your knowledge of the 1820’s and 1830’s, to what extent do you agree with the Jacksonian view of themselves

2. Discuss the political, economic, and social reforms introduced in the South between 1864 and 1877. To what extent did these reforms survive the Compromise of 1877?

3. Historians have traditionally labeled the period after the War of 1812 the "Era of Good Feelings." Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism.

4.Analyze the extent to which TWO of the following transformed American society in the 1960's and 1970's.

o    The Civil Rights movement

o    The antiwar movement

o    The women's movement